DOCUMENT RESUME

ED 232 332 EC 152 611

AUTHOR Kells, Patricia P.; And Others
TITLE Study of Competencies Related to Stress Management and Ecological Concerns of Special Education Personnel. Kansas Regent Institutions Special Project. Summary Report.
INSTITUTION Kansas State Board of Regents, Topeka.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE May 82
NOTE 29p.; Print is light.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adjustment (to Environment); Classroom Environment; *Competence; *Disabilities; Higher Education; Interpersonal Communication; Physical Health; Program Evaluation; *Skill Analysis; *Special Education Teachers; *Stress Variables; Teacher Attitudes; Teacher Burnout; Teacher Evaluation; *Teacher Morale; Teaching Conditions; Time Management
IDENTIFIERS *Kansas

ABSTRACT

Results of an assessment of 50 ecological and stress management competencies that were developed as part of a Kansas project to improve retention of special education personnel are presented in narrative and data sections. Ecological considerations include those that contribute to job success, such as job challenge and community atmosphere, while stress management factors include relaxation, nutrition, time management, and interpersonal communication. Twenty-three individuals who were knowledgeable in these areas rated the importance of competency and indicated what type of training would be appropriate for each competency. In addition to rating each of the 50 competencies individually, respondents rated the group as a whole. Eighty percent indicated that the competencies adequately covered stress management as it related to special educators. About one-third of the respondents provided examples of competencies or general topics they thought should also be addressed. A list is presented of the additional competency areas that were suggested. Statistical tables are provided that list the 50 competencies in ascending order according to their mean score for importance. The tables also include a rating of skill for each competency, along with the ratings of four options judged appropriate for each competency. These training options are: college coursework only, inservice training or workshops only, both college coursework and inservice training, or no training required. Appended materials include a questionnaire, and a bibliography of about 58 references on stress management and related topics. (SEW)

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED232332

KANSAS REGENT INSTITUTIONS SPECIAL PROJECT

SUMMARY REPORT

# STUDY OF COMPETENCIES RELATED TO STRESS MANAGEMENT AND ECOLOGICAL CONCERNS OF SPECIAL EDUCATION PERSONNEL

May, 1982

Patricia P. Kells, Project Director
R. Denise Banman, Coordinator
Colleen Daub, Administrative Asst.

This report was performed pursuant to a Grant from the Division of Personnel Preparation, Program of Special Education and Rehabilitative Services, U.S. Department of Education. However, opinion expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Study of Competencies Related to Stress Management and Ecological Concerns of Special Education Personnel

The Kansas Regent Institutions Special Project (KRISP) is a collaborative effort of the six universities governed by the Kansas Board of Regents to provide preservice intervention for improving the retention of special education personnel. The project is funded by the Division of Personnel Preparation, Program of Special Education, U.S. Department of Education.

The problem of attrition of special education teachers in Kansas is a serious factor as is demonstrated in the number of special education vacancies which exist each year. As of September 30, 1981, there were approximately 200 special education vacancies according to statistics provided by the Kansas State Department of Education. Almost one half of those are replacement vacancies caused by personnel leaving a position. We believe that by improving higher education curriculum in several key areas we can reduce the high attrition rate of special educators.

One method KRISP has used to approach this problem has been the project development of fifty competencies in the area of stress management and ecological considerations for special educators. Stress management refers to understanding the "stress response", factors which contribute to stress, and those techniques which help to control or eliminate stress such as relaxation, nutrition, time management and interpersonal communication. Ecological considerations include factors which contribute to the success of an individual in a particular position such as realistic job challenge and the community atmosphere.

## Procedures

In order to validate the stress management and ecological considerations competencies, a survey research approach was used. The survey instrument (Attachment 1) was mailed to 43 persons in Kansas who had been identified as persons who had previously demonstrated knowledge about the area of stress management and ecological considerations. The study group included university personnel in the areas of education and counseling and Kansas teachers who are qualified facilitators for a workshop developed by the National Education Association, Survival of Stressed Teachers. Twenty-three surveys were completed and analyzed for a return rate of 53.49 percent.

Respondents were asked to rate each competency to reflect how important they felt each competency is for special education teachers and their perception of the current strength of special education teachers' skill in the competency, by assigning a numerical rating on each factor for each competency from 1-4 (1-high importance or skill, 4-no importance or skill). The respondents were also asked to indicate where they felt special education teachers should receive training for each competency; college coursework only, inservice training or workshops only, both college coursework and inservice training, or no training.

## Results

In order to analyze the data collected, means were calculated for importance and skill. Training scores were determined by the percentage of respondents who selected each training option. Table 1 lists all 50 competencies in ascending order according to their mean score for importance. The first competency listed has the lowest mean which reflects most highly important with the last competency having the highest mean which reflects the least importance. Where more than one competency has the same mean for importance, competencies are sequenced in descending order according to their mean score for skill. Mean scores for skill as well as the percent of responses in each category of where training should occur are also included in Table 1.

I-Importance
S-Skill

TABLE 1

STRESS MANAGEMENT COMPETENCIES

| COMPETENCY STATEMENT | MEAN | TRAINING: COLLEGE | INSERVICE | BOTH | NONE |
|---|---|---|---|---|---|
| Able to determine whether the job setting (self-contained classroom, itinerant teacher, consultant) are consistent with his skills | I - 1.13<br>S - 2.38 | 47.83% | 13.04% | 34.78% | 4.35% |
| Able to identify strategies to provide reasonable variety in the job setting | I - 1.14<br>S - 2.35 | 36.36% | 13.64% | 50.00% | 0.00% |
| Able to set realistic and flexible professional goals | I - 1.14<br>S - 2.25 | 45.45% | 13.64% | 40.90% | 0.00% |
| Able to identify A-type and B-type personality characteristics which contribute to distress | I - 1.22<br>S - 2.67 | 34.78% | 30.43% | 30.43% | 4.35% |
| Able to prioritize tasks concentrating on central concerns, i.e., essentials, central concerns, vital ingredients | I - 1.22<br>S - 2.38 | 22.73% | 36.36% | 36.36% | 4.55% |
| Able to identify strategies to leave teaching at school | I - 1.23<br>S - 2.55 | 36.36% | 22.73% | 40.90% | 0.00% |
| Able to identify his life goals | I - 1.26<br>S - 2.38 | 39.13% | 34.78% | 21.74% | 4.35% |
| Able to identify how school contributes to distress, i.e., poor role definition, teacher satisfaction, and increased demand for paper work | I - 1.26<br>S - 2.14 | 30.43% | 34.78% | 30.43% | 4.35% |
| Determine how he currently uses time, i.e., time log, demands and interruption chart | I - 1.30<br>S - 2.48 | 22.73% | 40.90% | 31.82% | 4.55% |

S - Skill

| COMPETENCY STATEMENT | MEAN | TRAINING: COLLEGE | INSERVICE | BOTH | NONE |
|---|---|---|---|---|---|
| Able to identify how lifestyle contributes to distress, i.e., marital status, family obligations, and outside activities | I - 1.30<br>S - 2.33 | 43.48% | 34.78% | 17.39% | 4.35% |
| Able to identify and prioritize his values | I - 1.30<br>S - 2.29 | 30.43% | 39.13% | 26.09% | 4.35% |
| Able to identify whether the position provides a realistic challenge | I - 1.34<br>S - 2.43 | 39.13% | 17.83% | 30.43% | 13.04% |
| Able to demonstrate the use of values and goals in decision making | I - 1.35<br>S - 2.62 | 34.78% | 39.13% | 21.74% | 4.35% |
| Able to demonstrate skills in problem identification and resolution, i.e., solvable vs. manageable problems | I - 1.35<br>S - 2.52 | 34.78% | 30.43% | 30.43% | 4.35% |
| Able to identify how values and beliefs contribute to distress, i.e., conflicting values in self and others, role of meaning and unrealistic expectations | I - 1.35<br>S - 2.48 | 39.13% | 34.78% | 21.74% | 4.35% |
| Become familiar with the myths of time management, i.e., when I have more time, people keep interrupting me, you can't get organized around here | I - 1.35<br>S - 2.43 | 26.09% | 34.78% | 30.43% | 8.70% |
| Able to identify positive forms of "selfishness", i.e., be good to yourself | I - 1.35<br>S - 2.33 | 21.74% | 43.48% | 30.43% | 4.35% |
| Able to identify school related symptoms of distress, i.e., defensiveness, hopelessness and apathy | I - 1.35<br>S - 2.29 | 26.09% | 30.43% | 39.13% | 4.35% |
| Able to demonstrate skills in assertive behavior, i.e, assertive vs. agressive behavior | I - 1.35<br>S - 2.29 | 39.13% | 34.78% | 26.09% | 0.00% |

I - Importance
S - Skill

| COMPETENCY STATEMENT | | MEAN | TRAINING: COLLEGE | INSERVICE | BOTH | NONE |
|---|---|---|---|---|---|---|
| Able to identify behavioral symptoms of distress, i.e., increase substance use, and increase nervous behavior | I - 1.39<br>S - 2.67 | | 27.27% | 31.82% | 36.36% | 4.55% |
| Able to identify nutritional factors which contribute to managing distress | I - 1.39<br>S - 2.43 | | 43.48% | 21.74% | 30.43% | 4.35% |
| Able to accept and acknowledge positive feedback | I - 1.39<br>S - 2.33 | | 26.09% | 39.13% | 30.43% | 4.35% |
| Able to identify ways to manage distress through physical exercise | I - 1.39<br>S - 2.29 | | 34.78% | 26.09% | 34.78% | 4.35% |
| Familiar with teacher organizations which meet regularly and could provide support and ideas | I - 1.39<br>S - 2.19 | | 26.09% | 39.13% | 30.43% | 4.35% |
| Define a plan for change including several distress management strategies | I - 1.43<br>S - 3.00 | | 17.83% | 43.48% | 34.78% | 4.35% |
| Evaluate the effectiveness of his personal plan | I - 1.43<br>S - 3.00 | | 13.64% | 45.45% | 36.36% | 4.55% |
| Able to demonstrate relaxation techniques which contribute to managing distress | I - 1.43<br>S - 2.76 | | 30.43% | 26.09% | 39.13% | 4.35% |
| Able to identify the four stages of professional burnout which are enthusiasm, stagnation, frustration, apathy. | I - 1.43<br>S - 2.71 | | 21.74% | 43.48% | 30.43% | 4.35% |
| Able to reduce distress by redefining a situation, i.e., choose a more positive label, take a broader perspective | I - 1.43<br>S - 2.57 | | 21.74% | 47.83% | 26.09% | 4.35% |
| Able to identify how society contributes to distress, i.e., work ethic, competitive society, etc. | I - 1.43<br>S - 2.24 | | 43.48% | 34.78% | 21.74% | 0.00% |

I - Importance
S - Skill

| COMPETENCY STATEMENT | | MEAN | TRAINING: COLLEGE | INSERVICE | BOTH | NONE |
|---|---|---|---|---|---|---|
| Determine personal procrastination prevention techniques, i.e., what motivates you, maintain stimulation | I - 1.48<br>S - 2.81 | | 31.82% | 45.45% | 18.18% | 4.55% |
| Able to identify symptoms of burnout | I - 1.48<br>S - 2.52 | | 26.09% | 39.13% | 30.43% | 4.35% |
| Demonstrate the difference between compulsive time use and choice time use | I - 1.48<br>S - 2.52 | | 26.09% | 39.13% | 30.43% | 4.35% |
| Able to demonstrate skill in conflict resolution, i.e., accurate communication and structuring cooperative solutions | I - 1.48<br>S - 2.43 | | 34.78% | 30.43% | 34.78% | 0.00% |
| Able to identify why teachers experience a high rate of burnout | I - 1.48<br>S - 2.38 | | 26.09% | 39.13% | 30.43% | 4.35% |
| Able to identify interpersonal symptoms of distress, i.e., irritability, withdrawl, and dehumanization | I - 1.48<br>S - 2.24 | | 27.27% | 31.82% | 36.37% | 4.55% |
| Able to list negative (distress) sources of stress | I - 1.48<br>S - 2.19 | | 34.78% | 43.48% | 17.83% | 4.35% |
| Able to identify how nutrition contributes to distress responses, i.e., caffeine, salt and sugar | I - 1.48<br>S - 2.19 | | 34.78% | 30.43% | 30.43% | 4.35% |
| Able to distinguish between a support group, (i.e., problem solving, idea building) and bitch session (i.e., no solutions, spreads negativism) | I - 1.52<br>S - 2.76 | | 13.64% | 31.82% | 39.13% | 13.64% |

S- Skill

| COMPETENCY STATEMENT | | MEAN | TRAINING: COLLEGE | INSERVICE | BOTH | NONE |
|---|---|---|---|---|---|---|
| Able to list positive (eustress) sources of stress | I - | 1.52 | 34.78% | 47.83% | 17.83% | 0.00% |
| | S - | 2.62 | | | | |
| Able to identify physical symptoms of distress, i.e., cardiovascular, digestive, immunological and skeletal-muscular | I - | 1.52 | 43.48% | 17.83% | 30.43% | 8.70% |
| | S - | 2.43 | | | | |
| Able to identify whether his personal traits and goals would be compatible with those in the community | I - | 1.52 | 39.13% | 17.83% | 30.43% | 13.04% |
| | S - | 2.33 | | | | |
| Able to identify the unique aspects of a particular community, i.e., cultural variations, acceptance of outsiders | I - | 1.57 | 39.13% | 17.83% | 30.43% | 13.04% |
| | S - | 2.76 | | | | |
| Able to create a support group of colleagues or friends who will meet regularly, i.e., to deal with problems, build idea momentum, emotional momentum | I - | 1.65 | 21.74% | 43.48% | 26.09% | 8.70% |
| | S - | 2.61 | | | | |
| Able to identify whether the community can provide the necessary social opportunities, i.e., library, movies, disco | I - | 1.57 | 34.78% | 13.04% | 34.78% | 17.83% |
| | S - | 2.38 | | | | |
| Able to identify psychological symptoms of distress, i.e., depression, floating anxiety, and inability to concentrate | I - | 1.57 | 39.13% | 17.83% | 34.78% | 8.70% |
| | S - | 2.38 | | | | |
| Able to describe the physiological sequence in the stress response, general adaptation syndrome (G.A.S.) | I - | 1.74 | 52.17% | 30.43% | 13.04% | 4.35% |
| | S - | 2.57 | | | | |
| Able to identify the spread of burnout | I - | 1.78 | 26.09% | 47.83% | 21.74% | 4.35% |
| | S - | 2.81 | | | | |

I - Importance
S - Skill

| COMPETENCY STATEMENT | MEAN | TRAINING | | | |
|---|---|---|---|---|---|
| | | COLLEGE | INSERVICE | BOTH | NONE |
| Use a daily log for one month to assess his current level of distress | I - 1.87<br>S - 2.90 | 17.83% | 47.83% | 30.43% | 4.35% |
| Able to describe the role of the sympathetic and parasympathetic nervous systems in the stress response. | I - 2.00<br>S - 3.05 | 47.83% | 30.43% | 8.70% | 13.04% |

In addition to rating each of the 50 competencies individually, respondents were requested to rate the group as a whole. Eighty percent of the respondents indicated that "the competencies adequately cover the area of stress management as it relates to special educators." Approximately one-third of the respondents gave examples of competencies or general topics which they thought should also be addressed. These suggestions are summarized in Table 2.

Suggested Additional Competency Topics
Table 2

Public relations/communication barriers between the special educator and and parent, student, administrator, special educaton director, etc.

Strategies to cope with mandates, state plans, and the paperwork (i.e., task analysis, on-task behavior, setting priorities of actions.)

Organization and prioritizing work load

Coping with stress which is beyond control

Salary

Low reinforcement from administrators

No control over placement of special education children and youth in classroom.

Ways to increase support of principals and supervisors through their increased observation, discussion, and suggesting solutions with special education teachers -- especially first year teachers

Realistic setting of goals for special children

Techniques in dealing with parents of special children

Techniques in dealing with non-special teachers in the same school

Money management (because the pay is not good)

Determining the person(s) to whom they (e.g., the special educator) are responsible.

Paper work

Working with parents

Understanding and knowledge of school administrators

As seen in the responses summarized in Table 2, working with others (administrators, parents, other teachers) to increase their support is the most frequently suggested addition. "Paper work" and "low salary" were also indicated as stressors which should be more adequately addressed in the competencies.

Respondents were allowed an opportunity to provide additional comments. Five persons made comments which were recommendations for the manner in which college or inservice experiences related to stress management should be addressed. A summary of these suggestions follows:

The competencies of the trainer or workshop leader should be addressed.

College classes on stress should be ungraded and more of a seminar or workshop style.

The competencies should be introduced at colleges and followed up in local inservice.

Inservice should not be just a one-shot effort but include sustained follow-up.

Administrators also need the knowledge.

Full-time graduate students in special education should work with a special educator as part of their training.

Before entering the special education field, a teacher should have teaching experience in the classroom.

---

Included with each survey instrument was a bibliography of materials used in the development of the competencies (Attachment #2). The respondents were asked to identify additional references related to stress management which they thought would be useful resources. These suggested additions are listed in Attachment #3.

## Summary

The data as a whole indicate that all competency statements were rated as important for special educators with means ranging from 1.13-2.0. Skill was rated consistently lower than importance with means ranging 2.19-3.05. Responses on the question of training for each competency indicate that few respondents believed that formal training was unnecessary for the skills described in the competency statements. The need for pre-service as well as inservice training in these competency areas is strongly indicated by these survey results.

# KANSAS REGENT INSTITUTIONS SPECIAL PROJECT

## SURVEY REGARDING STRESS MANAGEMENT AND ECOLOGICAL CONCERNS OF SPECIAL EDUCATION PERSONNEL

This survey lists competencies associated with stress management for special educators. We ask that you consider how important each competency would be to reducing "burnout" related attrition of special educators. We also ask that you rate the degree to which you feel special education professionals currently possess each competency.

DIRECTIONS:

1. In the columns labeled "IMPORTANCE" and "SKILL" please rate each of the following competency statements described by writing in the first column a numerical rating that reflects how important you feel the skill is for special education teachers. In the second column, labeled "SKILL", write a numerical rating which reflects the current strength of special education teachers' skill.

| IMPORTANCE | SKILL |
|---|---|
| 1 - High importance | 1 - High degree of skill |
| 2 - Some importance | 2 - Some skill |
| 3 - Limited importance | 3 - Limited skill |
| 4 - No importance | 4 - No skill |

2. In the columns labeled "TRAINING", check (✓or x) any of the following which apply:

College - Check this column if you believe special education teachers should receive college coursework directly related to developing the competency described.

Inservice - Check this column if you believe special education teachers should receive training directly related to developing the competency described during conventions, seminars, or special state or school sponsored workshops.

None - Check this category if you believe special education teachers should receive NO college coursework or inservice experience in the skill described in the competency statement.

| | IMPORTANCE | SKILL | TRAINING | | |
|---|---|---|---|---|---|
| | High 1<br>Some 2<br>Limited 3<br>No 4 | 1<br>2<br>3<br>4 | College | Inservice | None |
| A. The student should be able to define the "stress response". | | | | | |
| 1. Able to describe the physiological sequence in the stress response, general adaptation syndrome (G.A.S.). | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Able to describe the role of the sympathetic and parasympathetic nervous systems in the stress response. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Able to list positive (eustress) sources of stress. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Able to list negative (distress) sources of stress. | ☐ | ☐ | ☐ | ☐ | ☐ |
| B. The student should be able to identify factors which contribute to stress. | | | | | |
| 5. Able to identify how society contributes to distress, i.e., work ethic, competitive society, and responding to change. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Able to identify how lifestyle contributes to distress, i.e. marital status, family obligations, and outside activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Able to identify how school contributes to distress, i.e., poor role definition, teacher satisfaction, and increased demand for paper work. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Able to identify how values and beliefs contribute to distress, i.e., conflicting values in self and others, role of meaning and unrealistic expectations. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Able to identify how nutrition contributes to distress responses, i.e., caffeine, salt and sugar. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Able to identify A-type and B-type personality characteristics which contribute to distress. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | IMPORTANCE | SKILL | TRAINING | | |
|---|---|---|---|---|---|
| | High<br>Some<br>Limited<br>No<br>1<br>2<br>3<br>4 | 1<br>2<br>3<br>4 | College | Inservice | None |
| C. The student shall be able to identify symptoms of distress. | | | | | |
| 11. Able to identify physical symptoms of distress, i.e., cardiovascular, digestive, immunological and skeletal-muscular. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. Able to identify psychological symptoms of distress, i.e., depression, floating anxiety, and inability to concentrate. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Able to identify behavioral symptoms of distress, i.e., increase substance use, and increase nervous behavior. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. Able to identify interpersonal symptoms of distress, i.e., irritability, withdrawl, and dehumanization. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. Able to identify school related symptoms of distress, i.e. defensiveness, hopelessness and apathy. | ☐ | ☐ | ☐ | ☐ | ☐ |
| D. The student should be able to define professional burnout. | | | | | |
| 16. Able to identify symptoms of burnout. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. Able to identify why teachers experience a high rate of burnout. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. Able to identify the spread of burnout. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. Able to identify the four stages of professional burnout which are enthusiasm, stagnation, frustration, apathy. | ☐ | ☐ | ☐ | ☐ | ☐ |
| E. The student should be able to identify strategies for preventing and alleviating professional burnout. | | | | | |
| 20. Able to set realistic and flexible professional goals. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. Able to identify strategies to provide reasonable variety in the job setting. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. Able to identify strategies to leave teaching at school. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | IMPORTANCE | SKILL | TRAINING | | |
|---|---|---|---|---|---|
| | High Some Limited No<br>1 2 3 4 | 1 2 3 4 | College | Inservice | None |
| F. The student should identify physical strategies to manage distress. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. Able to identify nutritional factors which contribute to managing distress. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 24. Able to identify ways to manage distress through physical exercise. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 25. Able to demonstrate relaxation techniques which contribute to managing distress. | ☐ | ☐ | ☐ | ☐ | ☐ |
| G. The student should determine the contribution of personal values and goals to distress. | | | | | |
| 26. Able to identify and prioritize his values. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. Able to identify his life goals. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. Able to demonstrate the use of values and goals in decision making. | ☐ | ☐ | ☐ | ☐ | ☐ |
| H. The student should identify time management strategies to manage distress. | | | | | |
| 29. Become familiar with the myths of time management, i.e., when I have more time, people keep interrupting me, you can't get organized around here. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. Demonstrate the difference between compulsive time use (i.e., functioning in a habitual way even when it is not helpful) and choice time use (i.e., selecting the best option from a full range of alternatives.) | ☐ | ☐ | ☐ | ☐ | ☐ |
| 31. Determine how he currently uses time, i.e., time log, demands and interruption chart. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. Able to prioritize tasks concentrating on central concerns, i.e., essentials, central concerns, vital ingredients. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | IMPORTANCE | SKILL | TRAINING | | |
|---|---|---|---|---|---|
| | High 1<br>Some 2<br>Limited 3<br>None 4 | 1 2 3 4 | College | Inservice | None |
| 33. Determine personal procrastination prevention techniques, i.e., what motivates you, maintain stimulation. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I. The student should identify interpersonal communication skills to manage distress. | | | | | |
| 34. Able to demonstrate skills in assertive behavior, i.e., assertive vs. aggressive behavior. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 35. Able to demonstrate skills in problem identification and resolution, i.e., solvable vs. manageable problems. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 36. Able to demonstrate skill in conflict resolution, i.e., accurate communication and structuring cooperative solutions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| J. The student should be able to identify how personal attitudes can manage distress. | | | | | |
| 37. Able to reduce distress by redefining a situation, i.e., choose a more positive label, take a broader perspective. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 38. Able to accept and acknowledge positive feedback. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 39. Able to identify positive forms of "selfishness", i.e., be good to yourself. | ☐ | ☐ | ☐ | ☐ | ☐ |
| K. The student should be able to locate and develop support groups. | | | | | |
| 40. Familiar with teacher organizations which meet regularly and could provide support and ideas. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 41. Able to create a support group of colleagues or friends who will meet regularly, i.e., to deal with problems, build idea momentum, emotional momentum. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 42. Able to distinguish between a support group, (i.e., problem solving, idea building) and bitch session (i.e., no solutions, spreads negativism). | ☐ | ☐ | ☐ | ☐ | ☐ |

| | IMPORTANCE | SKILL | TRAINING | | |
|---|---|---|---|---|---|
| High, Some, Limited, No | 1 2 3 4 | 1 2 3 4 | College | Inservice | None |
| L. The student should be able to determine whether a particular position (job) is consistent with his values and goals. | | | | | |
| 43. Able to identify the unique aspects of a particular community, i.e., cultural variations, acceptance of outsiders. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 44. Able to identify whether his personal traits and goals would be compatible with those in the community. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 45. Able to identify whether the position provides a realistic challenge. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 46. Able to determine whether the job setting (self-contained classroom, itinerant teacher, consultant) are consistent with his skills. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 47. Able to identify whether the community can provide the necessary social opportunities, i.e., library, movies, disco. | ☐ | ☐ | ☐ | ☐ | ☐ |
| M. The student should develop an individual stress management plan. | | | | | |
| 48. Use a daily log for one month to assess his current level of distress. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 49. Define a plan for change including several distress management strategies. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 50. Evaluate the effectiveness of his personal plan. | ☐ | ☐ | ☐ | ☐ | ☐ |

Now that you have rated the competencies individually, please rate the group as a whole.

1. Do the competencies adequately cover the area of stress management as it relates to special educators? _____ Yes _____ No

   If no, please explain.

2. Are there additional stress management competencies which relate to the attrition of special educators that should be included? _____ Yes _____ No

   If yes, please give examples.

3. Attached is a bibliography of materials used in the development of the competencies. Are there additional references related to stress management which would be useful to include as resources? _____ Yes _____ No

   If yes, please list.

Additional Comments:

STRESS MANAGEMENT RESOURCES
BIBLIOGRAPHY

*** Adams, J.D. Understanding and Managing Stress. San Diego: University Associates, 1980.

Bardo, P. The pain of teacher burnout: A case history. Phi Delta Kappan, 1979, 61, 252-54.

Bensky, J.M. et. al. Public Law 94-142 and stress: Problem for educators. Exceptional Children, 1980, 47, 24-29.

Benson, H. The Relaxation Response. New York: William Morrow, 1975.

Blythe, P. Stress Disease, St. Martins Press, 1973.

Bryan, W. "Preventing Burnout in the Public Interest Community," The Grantsmanship Center News, March - April, 1981.

Dixon, B. Shaw, S.F., and Bensky, J.M. Administrator's role in fostering the mental health of special services personnel. Exceptional Children, 1980, 47, 30-36.

* Edelwich, J. and Brodsky, A. Burn-Out, Stages of Dissillusionment in the Helping
** Professions. New York: Human Sciences Press, 1980.

Ellis, A. and Harper, R. A New Guide to R tional Living, Prentice-Hall, 1975.

** Fimian, M.J. Stress reduction techniques for teachers. Pointer, 1980, 64-69.

Forbes, R. Life Stress - How to Manage Stress in Your Life and Make It Work for You. Garden City, New York: Doubleday and Co., 1979.

Foster, R.E. Burnout among teachers of severely handicapped, autistic children. Pointer, 1980, 24, 24-28.

Freudenberger, H.J. and Richelson, G. Burnout, The High Cost of High Achievement. Anchor Press, 1980.

Glasser, W. Positive Addiction. New York: Harper and Row, New York, 1976.

Johnson, D.W. Reaching Out - Interpersonal Effectiveness and Self Actualization. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Kyriacou, C. and Sutcliffe, J. Teacher stress: A review. Educational Review, 1977, 29, 299-306.

Landsmann, L. Teacher Burnout. Instructor, 1979, 88, 56-62.

Leffingwell, R. Jon. The role of the middle school counselor in the reduction of stress in teachers. Elementary School Guidance and Counseling, 1979, 13, 286-90.

** Miller, W.C. Staff morale, school climate, and educational productivity. Educational Leadership, 1981, 483-486.

Moe, D. Teacher burnout: A prescription. Today's Education, 1979, 68, 35-36.

** Muse, J. "Survival of Stressed Teachers," National Education Association, Washington, DC 1980.

** Oflynn-Comiskey, A.I. Coping with stress: ideas that work. Pointer, 1980, 70-72.

** Parks, A.L., and Fairchild, T.N. How to Survive Educator Burnout. Dayton, Ohio: Kids Come in Special Flavors, 1981.

Scott, D. How to Put More Time in Your Life. New York: Rawson, Wade, 1980.

Scrivens, R. The big click. Today's Education, 1979, 68, 34-35.

** Selye, H. The Stress of Life. Revised edition. New York: McGraw-Hill, 1978.

* ** Selye, H. Stress Without Distress. New York: J.B. Lippincott, 1974.

* ** Shaw, S.F., Bensky, J.M., and Dixon, B. Stress and Burnout, A Primer for Special Education and Special Services Personnel. Reston, VA: Council for Exceptional Children, 1981.

Skinner, M. Combating the effects of debilitating stress. Pointer, 1980, 24, 12-21.

Sparks, Dennis and Hammond, Janice. Managing Teacher Stress and Burnout. Lanham, MD: AAHPERD Publications, 1981.

Sparks, D., and Ingram, M.J. Stress prevention and management: A workshop approach. Personnel and Guidance Journal, 1979, 58, 197-200.

Styles, K., and Cavanaugh, G. Stress in teaching and how to handle it. English Journal, 76-79.

Taylor, D.M. and Rock, M. Gut Reactions, How to Handle Stress and Your Stomach. Saunders Press, 1980.

*** Truch, Stephen. Teacher Burnout and What to Do About It. Novato, CA: Academic Therapy Publications, 1980.

* ** Tubesing, D.A. Kicking Your Stress Habits. Duluth, Minn.: Whole Person Associates, 1981.

Weiskopf, P.E. Burnout among teachers of exceptional children. Exceptional Child, 1980, 47, 18-23.

Winters, K. and Felber, M. The Teachers Copebook, How to end the year better than you started. Belmont, CA: Fearon Teacher Aids/Pitman Learning, 1980.

*** Stress Survival. Warren, NJ: Education Research, 1980.

** Teacher burnout. NJEA Review, 1979, 53, 10-13.

---

* - Primary Resource
** - KRISP Material
*** - KRISP on order

## Additional References Related to Stress Management


Anderson, B. Stretching. Box 279, Shelter Publications, Bolinas, CA 94924, 1980, $7.95.

Albrecht, Karl. Stress and the Manager.

Ardell, D. High Level Wellness. New York: Bantum Books, 1979. $2.25

Barksdale, L.S. Essays on Self Esteem. The Barksdale Foundation Publishers, Idylewild, CA, 1977.

Cummings, C. and V. Newman. Eater's Guide. San Diego, CA: Wellspring Publications, 1980. $6.00

Hittleman, R. Yoga 28 Day Exercize Plan. New York: Workman Publishing Co., 1969. $5.95.

Johnston, Carol A. "Families In Stress." DHEW Publication # OHDS 79-30162 from the National Center on Child Abuse, Office of Child Development, P.O. Box 1182, Washington, DC 20013.

Jongeward, D. and Scott, D. Women as Winners, Addison-Wesley, 1976.

Kinzer, Norma. Stress and the American Woman.

Kuntzleman, C.T. and Editors of Consumer Guide. The Complete Book of Walking. New York: Simon and Schuster, 1978. $4.95.

Kuntzleman, C.T. Your Active Way to Weight Control. Box 8644, Clinton, IA 52763, 1980. $1.00

McGuire, W. "Teacher Burnout." Today's Education. Nov.-Dec. 1979.

Mondale, M. "Cadre Teacher Stress Workshop." National Education Association, Washington, D.C.

Progoff, Ira. At a Journal Workshop. Dialogue House. New York, New York.

Shelby, ?. Psychology of Satisfaction.

Smith, L., M.D. Feed Your Kids Right. New York: Delta Book by Dell Publishing Co., 1979. $4.95.

"The Pressure-Cooker World of the Teacher: Stress and What Your Associations Are Doing About it." NEA Reporter, Oct. 1979, Vol. 18, No. 6.

TAPE - Cody, Dr. John. "How Not to Need a Psychiatrist." High Plains Mental Health Center, Hays, KS 67601